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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN ENGLISH COMPOSITION

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JC 690 407

ENGLISH COMPOSITION OBJECTIVES: SET # 1

UNIT I--Diagnosis and Review

Goal: The student will recognize his deficiencies in writing English prose and take steps to remedy them.

Objectives: On September 18 the student will write an impromptu essay on an announced topic. He will be allowed to write from notes or an outline if he wishes as long as they are turned in with his paper. The essay will be commented upon but not graded. On September 25 the student will have 50 minutes to identify and correct some of the most common grammatical errors taken from the first set of essays. 75% is passing.

The student will write three short paragraphs due at the beginning of the class period on September 27. In them he will describe 1) a pen or pencil 2) a face 3) a bottle of coca cola. They will be assigned grades of ( ), ( ), or (-) on the basis of specificity. descriptiveness, and the degree of effectiveness with which the qualities of the object are communicated, as well as on mechanics.

UNIT II--Developing the Essay

Goal: The student will know and apply in his own writing the four criteria of a "unified, coherent, adequately developed paragraph" as set forth on p. 322 of Harbrace College Handbook (6th ed.). The student will be able to write a precis or paragraph summary of any essay assigned in this course.

Objectives: On October 25 in class the student will be given several problems including a group of related sentences which he will rearrange to form a logically constructed, coherent paragraph, a paragraph which he will analyze structurally, a short essay which he will precis, and a writing problem. He will have 50 minutes to solve these problems. His work will be evaluated in terms of the degree to which he has assimilated the information in Chapter 31 of Harbrace College Handbook.

On October 21 the student will be given a protest song. He will prepare a one or two paragraph summary of the "message" the songwriter is trying to convey. He will answer in the form of a paragraph several questions about the song. Due October 23. Evaluation will be based on aptness, perceptiveness and conciseness of the student's response, as well as upon the competence displayed in the structure of his paragraphs.

UNIT III--The Essay

Goals: The student will be able to outline any essay assigned in this course.

The student will be able to write from his own outline an effective, thoughtful and original composition of 350-400 words on an assigned topic. He will be able to identify various kinds of reasoning and logical fallacies in the work of others, thereby avoiding them in his own work. He will begin to apply the inductive method in his writing. He will learn to use the library to gather data for use in his writings.

Objectives:

Select an advertisement from one of the following magazines: Esquire, Playboy, Evergreen Review, Ebony, The New Yorker, Los Angeles Magazine, Harper's Bazaar, Madamoiselle. Then write a 350 word essay in which you will answer the following questions:

1. To what audience is the advertisement meant to appeal? Would these people be likely to see it?
2. Is any information given in the ad?
3. What symbols are used?
4. Is there a concealed message? If so, what is it?
5. What effect, if any, does the ad have on our culture?

You may include anything else that may be pertinent to your analysis. Your essay accompanied by the advertisement is due November 27. In addition to the usual criteria, you will be judged on the insight and sophistication of your analysis. You will be wise to keep this quotation from S. I. Hayakawa, Language in Thought and Action in mind: "Whatever the object for sale is, the copywriter, like the poet, must invest it with significance so that it becomes symbolic of something beyond itself."

On November 22 a paper is due comparing two articles on the same event selected from Time and Newsweek or the L.A. Times and the L.A. Free Press. The paper is to be 400 words long. You are to examine the respective biases, emphases, and point of view of the media you have chosen as exemplified in the two approaches. The two articles and a brief topic outline must also be submitted. The usual criteria will apply.

For November 15 prepare an 350-400 word essay discussing your position in the recent presidential election, giving some of your reasons for holding such a position. Attach a sheet to the front of your essay with a brief topic outline, the title of your essay and the introductory and concluding paragraphs. You will receive one grade for content: clarity of statement, effectiveness of presentation, quality of thought, and the logic with which you develop and support your position. You will receive another grade for mechanics and outline.

UNIT IV--Synthesis and Evaluation

Goal: The student will learn what is meant by figurative language, "style", point of view, narrative sequence and characterization with attention to the application of these notions to the short fiction he has read.

Objective: For the book report due January 17 the approach is to be of a critical nature. The student is to select one or two of the following elements in the novel and organize his book report with them in mind: characterization, point of view, narrative technique, symbolism, animal imagery, religious imagery. Along with the ordinary criteria, the essays will be judged on their coherence, selection and limitation of topic, orderly development of subject, perceptiveness, imaginativeness and originality of response. 400 words.

ENGLISH COMPOSITION OBJECTIVES: SET # 2

Units of Instruction:

I. The student must be able to demonstrate his ability to critically, as well as effectively, read the assigned prose essays.

A. The student will be able to identify the controlling idea of the essay, as well as the major and minor support. He must be able to distinguish detail and factual information from illustrations and examples.

B. The student must be able to analyze the essay from a mechanical point of view, as well as the content point of view. He must be able to recognize plausible transitional words and phrases, styles of writing, the meaning of words, proper use of diction, and good introductory and concluding sections of the essay. He will identify the aforementioned via class recitation when reviewing the assigned reading in class discussion.

C. He must take at least one quiz demonstrating his ability to recollect specific factual information.

(Assigned throughout the term)

II. The student will know the basic grammatical rules and be able to spell properly.

A. Given an exercise dealing with sentences (not the full essay), the student will be able to answer the questions correctly, and offer a plausible correction of the error.

1-Illust: an exercise dealing with the run-on sentence, the comma splice in particular, whereby the student must use subordination to make the sentence correct.

An appropriate transitional figure into

American literature is T.S. Eliot, he

has been both an American and a British citizen.

B. Be able to pass a spelling examination where the student must pick out the misspelled word in a particular sentence and write it correctly.

C. Be able to identify the parts of a sentence on the final and mid-term examinations.

III. The student should be able to demonstrate his ability to write effective paragraphs.

A. Be able to write essays that have adequate introductions, conclusions, and continuity.

B. Be able to write paragraphs that have a controlling idea unto themselves, and offer strong support for all general statements.

C. Avoid generalities and colloquial expression.

D. Avoid repetitious or redundant passages.

E. Avoid awkward expression.

(A series of writing exercises written in class dealing with the paragraph embodying the aforementioned)
Illust: Write a lengthy paragraph, limiting the subject, and offering major support for the controlling idea. (20 minute exercise)

IV. The student should be able to recognize and demonstrate his ability to write the various types of expository essays.

A. Identify the essay illustrating the effective use of definition.

B. Make the distinction between comparison and contrast when asked to identify the proper form.of the essay.

C. Make the distinction between analysis, argument, process, persuasion, descriptive and narrative writing.
Illust: In class discussions, the student must be able to explain why this is a particular form of writing and exactly what the purpose of the form was when aligned with the content of the essay.
Also, to write various essays demonstrating the ability to work with these forms in a combination or by themselves.

V-The student should be able to identify the function of various library materials, use the facilities of the library, and know the valur of research.

A-Given a list of books, the student should be able to identify the purpose of the particular volume.

B-He should be able to locate materials from various sources in fulfillment of an exercise designed to acquaint the student with library facilities and procedures.

C-Write two research papers adhering to the rules of the formal paper.

D-Being able to demonstrate the value of research via the amount and type of factual information incorporated in the research papers. (There must be strong support

ENGLISH COMPOSITION OBJECTIVES: SET# 3

IV. Course Contents

A. Statement of major course objectives

1. To provide intensive experience in written usage for those who lack adequate practice and background.
2. To teach and/or review principles of writing complete, varied, and concise sentences which reflect the demands of standard written usage as defined in modern texts.
3. To teach students to write well-planned, unified, and coherent paragraphs, singly and in sequence.
4. To introduce students to the planning and writing of whole compositions.
5. To review and drill in the mechanics of standard written usage, grammar usage, spelling, and punctuation.
6. To help increase the competence of an individual in using written communications necessary to everyday life.
7. To help increase the students' awareness of the importance of good writing skills -- how the presence of these skills can help him advance in whatever he undertakes, and how the lack of these skills can hinder his advancement.

VI. Organization of Each Unit of Instruction: Grammar

A. Statement of major concepts

1. Each sentence, to be a grammatically complete unit, must have a subject and a verb.

2. When a subject and a verb are combined, the result is a predication, that is, a statement, a question, or a command.

3. There are four kinds of predication: (1) the subject does something, (2) the subject merely exists, (3) the subject is renamed or described, and (4) the subject is acted upon.

4. Adverbs make up a large grammatical class. A word that is clearly a modifier but that does not modify a noun or a pronoun may be called an adverb. Most adverbs modify verbs, adjectives, or other adverbs. When they modify verbs, adverbs usually tell when, where, how, or to what extent about the action of the verb.

5. Adjectives describe, or identify, or limit, or in some way characterize nouns. Most of the purely descriptive adjectives stand with the nouns they modify, but they may also stand on the other side of the verb (as with a subjective complement).

6. A preposition is a word which connects a noun (or another word or word group serving as a noun), called its object, to some other part of the sentence.

7. The normal arrangement of the subject-verb is often changed when we ask questions; with a verb phrase made up of at least two words, the subject should be inserted between the auxiliary

verb and the notional verb.

8. Often an action verb is a verb of incomplete predication. A receiver of the action must be included in the sentence. Such a verb is called a transitive verb, and the unit which names the receiver of the action is a complement called the direct object.

9. The normal position for the direct object is following the verb. Occasionally, a writer, to get a particularly emphatic effect, will place the direct object before the subject.

10. When predication is of the type in which the subject is renamed or described, the verb in this predication is a special type of intransitive berb called the linking verb, and the complement a noun unit renaming the subject or an adjective describing the subject.

11. The commonest linking verb is "be." It serves as a kind of "equals" sign between the subject and a subjective complement. As an auxiliary verb it combines with the present participle of the notional verb to form the progressive forms and with the past participle of the notional verb to make the passive voice. In such combinations the notional verb is the part which determins which complement, if any, will follow.

12. Following a transitive verb, one of three patterns must develop: (1) a direct object alone, (2) a direct object and an objective complement, or (3) an indirect object and a direct object.

13. When one wishes to report an action occurring but does not want to place the doer of the action in an important subject position, either because the doer of the action is unknown or because the doer is of only incidental interest, he may put the receiver of the action in the subject position and use the passive voice.
14. The passive verb is formed by making the notional part of the verb a past participle, and making the auxiliary some form of "be."
15. The usual position for the indirect object is between the verb and the direct object. In all except a very few slightly irregular cases, the indirect object names the person (or thing) to whom or for whom the action of the verb is performed.
16. If a transitive verb is followed by two complements, and if the second of these does not rename or describe the first, then the first is an indirect object and the second is a direct object.
17. All sentence units are capable of being compounded -- that is, sentences may have two or more subjects, verbs, modifiers, and complements. A common way of compounding sentence units is to join them by a coordinate conjunction, a word which joins together words or other sentence units without making one item subordinate to, or dependent upon, another.
18. Verbals are verb forms which are used in sentences as nouns or as modifiers. There are three verbals: the gerund, the

participle, and the infinitive.

19. The gerund always consists of the "ing" form of the verb without any auxiliary, or of the past participle preceded by one or more auxiliaries the first of which ends in "ing." Gerund is the term we give to these forms when they function as nouns.

20. The two simple forms of the participle are the present participle and the past participle. The present participle is always the base form of the verb plus "ing"; the past participle of regular verbs ends in "ed."

21. The infinitive verb form occurs most often in its "to" form. Infinitives and infinitive phrases are used most commonly in the sentence as nouns and as modifiers.

22. A clause always contains a subject and a finite verb. An independent clause, since it is capable of standing by itself, is a complete sentence.

23. A subordinate clause is a group of words containing a subject and a finite verb but functioning as a noun or as a modifier within a larger group of words.

24. A verb must agree in number with its subject, and a pronoun must agree in number with its antecedent.

25. The case of a pronoun is the form it takes to show its function in the sentence as subject of a verb (subjective or nominative case), possessor (possessive case), or object of a verb, verbal or preposition (objective case).

26. By changes in their form, verbs indicate the time of an action or state. These changes in form are based on four principal parts: the present, past, past participle, and present participle
27. Regular verbs form their past and past participle forms by adding "d" or "ed" to the present form.

B. List of specific measurable objectives

1. The student will, when given a list of 25 sentences, be able to classify each word in the sentence according to its grammatical function in the sentence by writing the following symbols above each word that fulfills one of the following functions: S(subject V(verb), Adj(Adjective), Adv(Adverb), Prep(Preposition), S.C.(Subjective Complement), D.O. (Direct Object), I.O. (Indirect Object), and Conj.(Conjunction). He will complete this exercise in one class hour without the aid of notes or textbooks. Minimal standard of acceptance is at least 60% of the words identified correctly according to function.
2. The student, when presented with a written composition in class, will correct errors in subject-verb agreement, verb form (tense and case), and pronoun case that he finds in the composition. He will have one hour in which to complete this task, and must make 70% of the required corrections correctly to satisfy the performance criterion.

VI. Organization of Each Unit of Instruction: Spelling

A. Statement of major concepts

1. If a word ends in silent "e," the "e" is retained before a suffix beginning with a consonant, but the "e" is usually dropped before a suffix beginning with a vowel.
2. Change final "y" to "i" when adding any suffix except "ing."
3. If a one-syllable word ends in a vowel-consonant combination, double the consonant before adding a suffix which begins with a vowel.
4. If a one-syllable word, or a two-syllable word, accented on the last syllable, ends in a vowel-consonant combination, double the consonant before adding a suffix which begins with a vowel.
5. In combinations of "e" and "i" the usual order is "ie." However, the order is "ei" after "c" when the letters are pronounced "a" as in the word "weigh."

B. List of specific measurable objectives

1. When asked to do so in class, the student will orally give the five basic spelling rules presented in class (see 1-5 above). To satisfy the performance criterion he must verbalize all five correctly.
2. When presented with a list of 20 words, some of which are correctly spelled and some of which are not, the student will underline each misspelled word, and list one of the spelling rules presented in class which would result in the correct

spelling of the word if it were applied to that particular case. The student will then respell the misspelled word by writing it correctly below the written rule. To satisfy the performance criterion the student must respell 80% of the words correctly and match these words correctly with the appropriate rule in 70% of the cases. He will have 30 minutes in class to complete the exercise.

3. When assigned an out-of-class essay, the student will have no more than one misspelled word in his essay since he is permitted the use of a dictionary.
4. When a list of 30 words is dictated to the student in class, he will write the word in the numbered blank that corresponds to the number of the word that is dictated. To satisfy the performance criterion he must spell 70% of the words correctly.

VI. Organization of Each Unit of Instruction: Punctuation

A. Statement of major concepts

1. Commas are used between main clauses joined by a coordinating conjunction: and, but, or, nor, for. Linking two main clauses together with only a comma between them will produce a comma splice; main clauses without any punctuation between them will produce a fused sentence.

2. Commas usually follow such introductory elements as adverb clauses, long phrases, mild interjections, or transitional expressions.

3. Commas are used between: (1) items in a series, and (2) coordinate adjectives modifying the same noun.

4. Nonrestrictive clauses (or phrases) and other parenthetical elements (interrupters) are set off by commas. Restrictive clauses (or phrases) are not set off.

5. Occasionally a comma, though not called for by any of the major principles listed above, may be needed to prevent misreading.

6. The clauses of the compound sentence may be joined by means of a semicolon, in which case the coordinator normally is not used; the semicolon acts in its place.

7. Independent, related clauses are connected with sentence connectors such as: accordingly, consequently, however, and therefore. When using these sentence connectors, the two elements of the compound sentence are usually separated

by a semicolon.

B. List of specific measurable objectives

1. The student will, when presented with 20 sentences which do not contain the necessary comma punctuation, insert all the necessary commas, justifying each comma by writing above the word "a" (independent clause), or "b" (introductory element), or "c" (series or coordinate adjectives), or "d" (parenthetical elements, including nonrestrictive clauses and phrases). He will do this assignment outside of class, and in order to satisfy the performance criterion must punctuate 80% of the sentences correctly and justify the choice correctly 70% of time.
2. The student will demonstrate his understanding of the alternatives open to the writer in punctuating independent clauses by combining sets of two independent related sentences into one sentence. He will combine each pair of sentences (there are 10 pairs in all) into one sentence three times, each time using a different punctuation mark: first, with a comma; second, with a semicolon; and third, with a semicolon followed by a conjunction. He will do this assignment outside of class, and to satisfy the performance criterion must rewrite the sentences with the proper punctuation 70% of the time.
3. The student will, when presented with a group of 10 sentences, classify each sentence as a fragmentary sentence (A), a comma

VI. Organization of Each Unit of Instruction: Diction and Correct Usage

A. Statement of major concepts

1. Every verb should agree in number with its subject. Phrases and clauses that come between the subject and verb do not ordinarily affect the number.
2. Subjects joined by "and" are usually plural; subjects joined by "or," "nor," "either...or" usually take a singular verb unless one of the subjects is singular and the other plural, in which case the verb agrees with the nearer of the two subjects.
3. A relative pronoun used as a subject takes a singular or plural verb depending on the number of its antecedents.
4. Indefinite pronouns are considered singular and require singular verbs. "none" is used as either singular or plural, depending on the meaning of the sentence.
5. Subjects modified by "each," "every," "either," "neither," are singular and require singular verbs.
6. A collective noun is considered singular when the group is regarded as a unit, but it is plural when the members of the unit are considered as individuals.
7. Nouns plural in form but singular in meaning require singular verbs.
8. Nouns expressing quantities, distances, and sums normally are considered as units and require singular verbs.

nit III: Punctuation

splice (B), or as a correct sentence (C), by writing the appropriate letter in the blank to the right of the sentence. He will then revise each faulty sentence, putting it into correct form. He will do this exercise outside of class, and to satisfy the performance criterion, must revise 70% of the sentences correctly, and classify 60% of them correctly.

9. Use the nominative case when the pronoun is used: (1) as the subject of the verb; (2) as the predicate nominative; use the objective case when the pronoun is used as: (1) the direct object of the verb; (2) the indirect object of the verb; (3) the object of a preposition; (4) the subject or complement of an infinitive.

10 Use the possessive case of the pronoun: (1) to show ownership or (2) when the pronoun precedes a gerund.

11 Indefinite pronouns are singular in formal English and require singular verbs.

12 Use "who" to refer to persons; "which" to refer to animals, things, or ideas.

13 The "ly" adverb form is required when the word describes the action of the verb.

14 Always use the adverb "well," not the adjective "good," to tell "how" about the action of a verb.

15 Many errors in the use of verbs come from failure to distinguish between the present tense and the past tense. These two forms of the verb, along with the past participle, make up the three principal parts of the verb.

B. List of specific measurable objectives

1. The student will, when given a group of 20 sentences in class, underline the word modified by the italicized word and indicate in the first blank to the right of the sentence whether the

italicized word is used as an adjective (adj.), or an adverb (adv.). In the second blank to the right of the sentence, he will write "C" if the italicized word is the form required for formal English; if not, he will supply that form. He will have 30 minutes in which to complete this exercise and must correctly complete 70% of the sentences to satisfy the performance criterion.

2. The student will, when presented with a group of 15 sentences, in class, cross out the incorrect form of the pronoun contained within the parentheses and write the correct form in the blank at the right of the sentence. He will have 30 minutes in which to complete the exercise and must choose the correct form for at least 10 of the 15 sentences to satisfy the performance criterion.

3. The student will, when given a group of 25 sentences in class, underline the subject once and its verb twice. If all the verbs in the sentence agree with their subjects, he will write "C" in the blank to the right of the sentence; if not, he will circle the incorrect verb form and enter the correct form of the verb in the blank. To satisfy the performance criterion, he must correctly complete 18 of the 25 sentences. He will have 30 minutes in which to complete this exercise.

4. The student, after being presented with a group of 17 sentences, will strike out the pronoun in parentheses that fails to agree with its antecedent and enter in the blank at the right the

antecedent and the correct pronoun. He will do this exercise outside of class, and must correctly complete 9 of the 17 sentences to satisfy the performance criterion.

5. The student will, after being presented with a group of 20 sentences, enter the correct form of the verb in the blank within the sentence and also in the numbered space at the right of the page. He will complete the excercise outside of class, and must do 14 of the 20 sentences correctly to satisfy the performance criterion.

VI. Organization of Each Unit of Instruction: Sentence Writing

A. Statement of major concepts

1. Clarity

a. Since the meaning of a pronoun depends upon its reference to a noun or another pronoun, the antecedent should be clear and obvious to the reader. The writer can avoid confusion in meaning by putting pronouns as near as possible to their antecedents, and by making references exact.

b. Vague use of "this," "that," or "which" to refer to the general idea of a preceding clause or sentence should be avoided.

c. Although the indefinite use of "they," "you," and "it" is fairly common in informal and colloquial usage, it is not appropriate in formal writing, which requires a more exact use of pronouns.

d. Do not use a pronoun to refer to a noun in a subordinate construction where it may be overlooked by the reader. A noun which is used as an adjective, especially the possessive form of the noun, is likely to be too inconspicuous to serve as an antecedent.

e. Lack of clarity is often caused by "short circuits": the writer, who knows what he is trying to say, jumps ahead and omits necessary steps in his train of thought.

2. Variety

   a. Mix short sentences with those of medium length, varying the use of simple, compound, complex, and compound-complex sentences.

   b. Varying sentences with respect to purpose can help produce variety and an interesting quality. The purpose of the declarative sentence is to make a declaration or assertion; the purpose of an imperative sentence is to give a command or request; the purpose of an exclamatory sentence is to express a strong feeling and it may consist of a word, a phrase, or a dependent or independent clause; and the purpose of the interrogative sentence is to ask a direct question.

   c. Using the dependent clause in varied positions also helps to produce variety. Shifting the dependent clause to a middle position adds emphasis to the clause that becomes the first part of the sentence.

3. Emphasis

   a. The idea, word, or phrase that the writer wishes to stress should be placed last if it is possible to do so without disturbing the smoothness and naturalness of the sentence.

   b. The "run-on" sentence, which is composed of a number of clauses held loosely together by conjunctions, is always lacking in emphasis.

c. A sentence so constructed that its grammatical completeness is reserved to the end is called periodic and is an admirable device for gaining sentence emphasis.

d. There is always an anticlimax, a loss in emphasis, when in a series an item of lesser importance is placed after an item of greater importance.

e. Emphasis may be achieved by using the active instead of the passive voice.

4. Effectiveness (parallelism and subordination)

a. Elements of the sentence equal in importance should be expressed by parallel grammatical constructions.

b. To express coordinate ideas a noun should be paralleled by a noun, an active verb by an active verb, an infinitive by an infinitive, a subordinate clause by a subordinate clause, and a main clause by a main clause.

c. Repetition of a preposition, an article, an auxiliary verb, the sign of the infinitive or the introduction word of a long phrase or clause is often necessary to make the parallel clear.

d. Correlatives should be followed by elements that are parallel in form.

e. The most important idea in the sentence should be expressed in the main clause, lesser ideas in subordinant clauses or phrases.

f. In general, a related series of short, choppy sentences

should be combined into longer units in which the lesser ideas are properly subordinated.

g. Two or more main clauses should not be carelessly joined by "and," "so," or other coordinating words when one clause should be subordinated to another.

h. Sentences should not be overloaded with details or with excessive subordination.

B. List of specific measurable objectives

1. Clarity

a. Outside of class, the student will revise a group of 20 sentences which contain vague references by recasting the sentence to eliminate the pronoun or by supplying a specific antecedent for the pronoun. He will recast 70% of the sentences correctly to satisfy the performance criterion.

b. Outside of class, the student will rewrite any and all sentences marked unclear by the instructor in the student's themes. He will correctly revise all of the unclear sentences in order to satisfy the performance criterion.

2. Variety

a. The student will, when presented with a group of 8 phrases with which to begin sentences, complete a sentence beginning with each of these phrases. He will then rewrite the sentences, shifting the phrases to other positions at the middle

and the end of each basic sentence. All of the sentences must be logical in order to meet the performance criterion. The student will complete this assignment outside of class.

b. Outside of class, the student will write 5 sentences on the theme, "Shortcomings of Our Daily Newspaper." These sentences need not be connected or related. He will write one sentence in each of the following patterns: simple sentence, simple sentence with compound objects, simple sentence with compound subjects, compound sentence, and a compound sentence in which the first independent clause has compound subjects. The performance criterion is that there must be 5 written sentences that represent the 5 sentence patterns listed above.

3. Emphasis

a. The student will, when presented with a group of sentences, enter the letter "a," "b," "c," "d," or "e" in the blank to the right of each sentence to indicate that each is unemphatic because of: "a" - ineffective placement of important words, "b" - the use of loose instead of periodic structure, "c" - the lack of climatic order, "d" - the use of the weak passive instead of the strong active voice, or "e" - the lack of proper balance. The student will then revise the sentence to make them emphatic. The performance criterion is 70% of the sentences rewritten in emphatic

form, and 60% of the sentences classified correctly.

4. Effectiveness (parallelism and subordination)

   a. The student, when presented with a group of 15 sentences, will underscore the parts expressing parallel ideas that should be expressed in parallel structure. He will then revise each sentence to make the last part parallel to the first, and enter the key word or words of the revision in the blank at the right of the sentences. He will complete this exercise out of class and to satisfy the performance criterion must revise 70% of the sentences correctly.

   b. The student will, when presented with a group of 14 sentences which contain clauses that should be subordinated, revise the sentences so that the proper clauses are subordinated. He will complete this assignment outside of class and will subordinate 70% of the clauses correctly to satisfy the performance criterion.

VI. Organization of Each Unit of Instruction: Paragraph and Theme Writing

A. Statement of major concepts

1. A paragraph is normally a group of sentences developing one specific topic or one aspect of a larger topic and beginning with an indented line.

2. A paragraph should have its central idea stated in a topic sentence. This topic statement is normally a declarative sentence. The topic sentence is a statement of the gist of the paragraph. It contains the heart of the idea that is being developed.

3. Once the topic of the paragraph or theme has been set, the writer should include only those points which will best serve the purpose of the paragraph or theme and that will give force and distinction to its main idea. In narrative or descriptive paragraphs, a few well-chosen points will usually serve better than the mention of a few minute and unimportant particulars. The effort to make the narrative or descriptive complete even to the smallest details frequently renders the account obscure. There is less danger of this in paragraphs of an expository or argumentative character.

4. One way of systematically developing a paragraph is to begin with the topic sentence. If we regard the topic sentence as the germ-idea, it is evident that it contains, potentially, all that may be said on the subject in hand. The work of the other sentences is to bring out and develop clearly the

thought as is necessary for the purpose which the writer has in view. The means by which they do this will of course vary in different cases; and the forms in which the growing idea clothes itself as a paragraph progresses will present many different modifications.

5. Of the many different methods of developing the main idea, the following are a few of the most useful: repeating the theme in other words; defining or limiting the theme; presenting its contrary; explaining or amplifying its meaning by examples, illustrations, or quotations; particularizing by means of specific instances or details; presenting proofs; and applying or enforcing the theme. Any sentence which performs one of these functions for the topic sentence may rightfully claim a place in the paragraph: any sentence which does none of these things should be excluded.

6. In any paragraph enough must be said to exhibit fully the purpose and idea of the paragraph. Paragraphs, will therefore, differ in length according to the importance and scope of the ideas they present. No arbitrary rules can be given as to the proper lengths of paragraphs. Observing the custom of some of our best writers, we may safely say that it is not a good practice to extend a single paragraph beyond three hundred words.

7. The expository or argumentative essay or paragraph is devoted

to explaining and expounding an idea or to proving a proposition. It is the type in which regular structure is most obvious. It may employ one or several of the means of developing, according to the nature of the theme and to the method of treatment demanded. In some cases a strictly logical plan is required; in others a less formal method will serve.

8. In descriptive and narrative paragraphs or essays the structural organization is not as readily apparent as in the case of the expository paragraph or essay. In the descriptive or narrative case the sequence is not determined solely by the logical order of thought, but is determined in a measure by the nature of the object described or the event narrated. It may have to deal with seemingly unrelated particulars. These, however, may be grouped so as to produce a single effect on the mind.

9. If a paper is to read smoothly, the reader must be able to see the relation between successive paragraphs. Even though a single paragraph be perfect in itself -- its main ideas properly emphasized, the pattern of sentences varied, the ending emphatic and conclusive -- it may fail as a functioning part of the whole paper. It is more important that a paragraph should be an effective vehicle carrying the reader along from one point to the next than that it should be a masterpiece in itself. A striking opening sentence may be less valuable

than a sentence linking the paragraph to what has gone before. A final sentence which points ahead is probably more useful than a concluding rhetorical flourish. Paragraphs are not separate jewels making up a necklace; a piece of writing should move, and good paragraphs should help it move.

10. Transitional and directive paragraphs serve to make plain the logical connection between the main topics of the discourse and to direct the thought both to the subject of the preceding paragraph and to that of the following paragraph. Transitional paragraphs have, therefore, two functions to serve: (1) there must be the "backward look" to the subject that precedes, and (2) the "forward look" to the subject that follows.

11. As a unit in itself each paragraph should deal with a single topic. It should have a central idea or purpose, and each sentence in the paragraph should aid in developing this and making it clear.

12. Within every paragraph the sentences should be arranged and tied together in such a way that the reader can easily follow the train of thought. The relations between sentences must be clear. It is not enough for the reader to know what each sentence means; he must also see how each sentence is related to the one that precedes it, and where all the sentences in the paragraph are going. The means of securing such coherence within a paragraph are, first, the arrangement of sentences in logical order and, second the use of the following special

devices: use of transitional words, linking pronouns, repetition of words, and the use of parallel construction.

13. Short paragraphs are an effective means of achieving transition and emphasis. To call attention to a very important transition or shift in the line of thought, a single sentence may be written as a single paragraph. Or, a very short paragraph may occasionally be used to indicate rhetorical emphasis.

B. List of specific measurable objectives

1. The student, when presented with 3 separate paragraphs each on a different topic, will write a topic sentence for each paragraph. He will have 30 minutes in class to complete the topic sentences. To satisfy the performance criterion, all three sentences must contain the main idea of the paragraph in question. In addition, the topic paragraph must consist of words that come from the student's vocabulary, not just a recopying of a sentence from the paragraph.
2. The student will, after being given 10 topic sentences, develop or expand them into a paragraph by giving concrete illustrations and by explanations where explanation seems to be called for. He will write the 10 paragraphs outside of class and to satisfy the performance criterion there must be in each paragraph a logical connection between the illustrations or explanations and the topic sentence.
3. When asked to do so in class, the student will write a short theme on a topic he will choose from a list presented in class.

As writing under pressure produces rapidity, facility, and individuality of expression, the student will have only 15 minutes in which to write the theme which must include at least three paragraphs. The performance criterion in this case is that each paragraph must contain a topic sentence, must develop only one main thought or idea, and must be logically related to the paragraph that precedes it and to the one that follows.

4. The student, when asked to do so in class, will write an outline of a topic presented to him in class. He will have 20 minutes in which to complete the outline. Each student will have a different topic to outline. On the following day, the instructor after having checked the logic of each outline in relation to its topic, will pass out the outlines in class, making sure that no person receives the outline he wrote on the previous day. The student will then be allowed 45 minutes in which to write an essay from the outline he receives. To satisfy the performance criterion, the student must include in his essay all points contained in the outline. The paragraph division must be logical, i.e., each paragraph must deal with only one main idea and the movement of ideas in each paragraph must be clear enough so that the organization of the essay seems clear to the average reader.
5. Outside of class, the student will write a 1,000 word essay on a topic presented in class. To satisfy the performance

criterion he must do a number of things: (1) he must prepare a topic outline of the points to be considered in his essay which he will hand in along with the essay; he must do a rewrite of the essay in which he eliminates any and all of the following: glaring grammatical errors as defined in class under Unit I, misspelled words (if one slips through you're still safe, though), illogical connections between paragraphs or ideas, and any unclear statements or sections that hamper the flow of the essay.

6. Outside of class the student will take the topic presented in class and write two essays of 500 words each, both on the same topic. One topic treatment will be an expository essay; the other topic treatment will be a descriptive or narrative essay. To satisfy the performance criterion, any other class member should be able to classify your essay as expository, or narrative or descriptive, on hearing your essay read aloud.